## Grade 10 GT English Language Arts Year at a Glance 2022-2023

### Units

**Unit 1: Cultures in Conflict**

- **MCCRS:**
  - RL.10.2
  - RL.10.3
  - RL.10.6
  - W.10.2

**Description:** This unit serves as an introduction to the grade 10 course. Within this unit, students will explore global social issues presented in various texts. By examining literature with this focus, students will gain an understanding of the feminist approach to literature as well as the sociological approach. In the second half of the unit, students examine social commentary and satire to examine an issue in contemporary society. Throughout the unit, students will perform close readings, practice the use of textual evidence in writing, and examine various forms of media. Students will create a social commentary of their own.

**Big Idea:** The author’s development of characters and their interactions advance the plot and reveal the author’s message and/or a possible social commentary.

**Suggested Novel Options:**
- *A Doll’s House*
- *How the Garcia Girls Lost Their Accents*
- *The Joy Luck Club*
- *Purple Hibiscus*
- *The Stranger*

**Essential Questions:**
- How does an author use specific details to reveal and develop the theme over the course of a text?
- How does the interaction of complex characters help to advance the plot and/or develop the theme?
- What does it mean to be a citizen of the world?
- Why do we study all cultures?
- How do personal experiences shape a person’s global view?

**End of Unit Assessment:**
- **Literary Analysis Essay**
  - Students will compose an essay in response to the following prompt:
  - *Literary works often depict characters caught between colliding cultures — societal expectations and traditional gender roles. Such collisions can call a character’s sense of identity into question. Choose a character from a text you’ve read in this unit who responds to such a cultural collision. Then write a well-organized essay in which you describe the character’s response and explain his/her relevance to the work as a whole.*

**Unit 2: Making Meaning Through Transformation**

- **MCCRS:**
  - RL.10.7
  - RL.10.9
  - W.10.1

- **Supporting standard:**
  - RL.10.2

**Description:** Within this unit, students will spend significant time analyzing the representation of a subject in two different mediums and how an author draws on or transforms source material in literary texts. In addition, students will analyze the author’s use of the following: point of view, setting, dialogue, mood, manipulation of time, text structure, order of events, allusion, archetypes, irony, theme, patterns.

**Big Idea:** The author’s stylistic choices, transformations of thoughts and ideas in multiple texts, and the power of literature to affect a readers’ beliefs and actions.

**Suggested Novel Options:**
- *Crime and Punishment*
- *The Inferno* (excerpts infused in lessons)
- *Metamorphosis* (excerpts infused in lessons)

**Essential Questions:**
- How does the representation of a subject in different mediums impact the audience’s understanding of the subject?
- How does an author draw on and transform source material?
- How does literature and art transform a person’s thoughts, beliefs, and actions?

**End of Unit Assessment:**
- **Argumentative Essay**
  - Students will analyze how two artistic mediums draw on and transform a text from the unit.
  - Students will compose an argument in response to the following prompt: *Evaluate multiple artistic representations of Kafka’s Metamorphosis. Develop your claim using ideas from all three mediums. Which medium/transformation effects the reader’s interpretation of the theme in the Metamorphosis most significantly?*
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| **Unit 3**  | MCCRS: RI10.6, RI10.8, W10.1 | **Description:** Through the study of various texts and multi-media, students examine the effects that oppression has on individuals and the varying responses to oppression. Students will also examine character development through the central idea of dehumanization and survival. Students will explore the concepts of perspective, character motivation, and the theme of rebellion against oppression in order to make thematic connections. Informational texts will allow students to gain additional historical insight to deepen their understandings of the major works.  
**Big Idea:** Memoirs and historical fiction can depict Man’s struggle against dominating forces in the world and reveal the relevancy and responsibility of humanity as well as the universal social issues which they raise.  
**Suggested Novel Options:**  
- *A Long Way Gone*  
- *In the Time of the Butterflies*  
- *Night* | **What effect do systems of oppression have on individuals?**  
**How do systems of oppression reveal the ethics and values of a society?**  
**How can individuals use language to deconstruct systems of oppression and become a voice of hope?** | **AP-Style Synthesis Essay**  
Students will compose an AP style essay that syntheses at least three of the sources for support and takes a position that defends, challenges, or qualifies, the claim. |
| **Unit 4**  | MCCRS: RL10.2, RL10.3, W10.2 | **Description:** Within this unit, students will spend significant time analyzing the development of theme in literary texts. In addition, students will explore the following literary concepts: irony, foil, tragic hero, foreshadowing, direct and indirect characterization, suspense, archetypes, point of view, and symbolism.  
**Big Idea:** The use of archetypal patterns and literary devices, such as foreshadowing, symbolism, and irony, advances an author’s purpose.  
**Suggested Novel Options:** (in addition to *Macbeth*):  
- *Oedipus*  
- *Siddhartha*  
- *Things Fall Apart* | **How does an author develop a complex character to reveal and advance the theme over the course of a text?**  
**How much control do people have over the events of their lives?**  
**Are people governed by fate, free will, a greater power, or do they fall somewhere in between?** | **Character Analysis Essay**  
Students will write an essay analyzing the psychological state of a chosen character from a work studied in this unit. Base the analysis on the specifics of the theory put forth in the researched sources. The essay should cite at least two sources about the psychological theory researched. |
| Capstone | **Global Perspective: Analysis Essay**  
Students will select two texts studied during this course in which the authors advocate change and identify the specific attitudes or traditions they wish to modify. For each text, students analyze how the author develops ideas to influence the views of the reader or audience. Then, students consider the topics explored in their essay to plan for and participate in a Socratic Seminar centered around the following question: *What themes, issues, or values link all cultures?*** |  |  |  |